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| Chinese “How to” Oral Language Practice Schedule  Room 26 | | | | | |
| Date | Mon. Feb 6th | Tues. Feb 7th | Wed. Feb 8th | Thurs. Feb 9th | Fri. Feb 10th |
| Name of Students | 10. Keira Lahiff | 15. Logan Sutton | 19. Caitlin Yang | 1. Valerie Au | 5. Jinan He |
| 11. Jeffrey Lee | 16. Emma Vincent | 20. Audrey Young | 2. Chloe Bergamo | 6. Delaney Hong |
| 12. Noah Leong | 17. Elizabeth Wang | 21. Koby Yu | 3. Cameron Chao | 7. Roy Huang |
| 13. Alison Lin | 18. Boyao Xue | 22. Isa Zhai | 4. Kieran Hau | 8. Tiger Karson |
| 14. David Qi |  | 23. Sophie Zhang |  | 9. Preston Kwan |

Chinese Oral Language How-to Oral Presentation

The presentation is scheduled on the week of Feb. 6th to 10th. The specific date of your child’s oral presentation will be announced in your child’s agenda. Your child will give a “How to” oral presentation.

Things needed to be included in the presentation

* A brief introduction including your child’s name and topic of presentation
* It has to be at least 3 minutes
* A clearly sequenced presentation by using transition words that will be reviewed in the class

Suggestions that your child can include in his or her oral presentation.

* Choose a topic that he or she is good at or he or she is interested in.
* Be well prepared to ease his or her nervousness. He or she can practice to himself or herself or anybody in your family. During the practice, please time himself or herself.
* Interesting attention getter at the beginning of his or her introduction to attract audience’s attention. It can be a personal story, prompts relevant to audience, etc.
* Avoid unnecessary lag time. For example, if your child is demonstrating how to make a sandwich while he or she is waiting for the toast, he or she can explain other steps such as spreading pre-cut square lettuces nice and flat on the plate, preparing the turkey meat, putting two slices of tomato on the top, etc.
* Prepare an outline of the presentation to avoid reading from scripts.
* Visual aids (maps, photos, films etc.,) arranged in sequence can help him or her be more organized

 1: Minimal proficiency   2: Limited proficiency  3:  Proficiency   4:  Advanced proficiency

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| Topic :  How to Oral Presentation                 Overall Grade： \_\_\_\_\_\_\_ | | | | | | |
|  | 4 | 3 | 2 | 1 | Student  Points | Teacher  points |
| Introduction | Has a strong hook or attention grabber that is closely connected to the topic | Has a hook or attention grabber that is adequately connected to the topic. | Has an introduction that is somewhat related to topic | Has an introduction, but it is not relevant to the topic. |  |  |
| Preparedness | Student is completely prepared and has obviously rehearsed. Has at least 3 minutes of presentation. | Student prepared adequately and steps are clearly developed. Has at least 3 minutes of presentation. | The student is somewhat prepared, but might need a couple more rehearsals. Has only 2 minutes of presentation. | Student does not seem at all to have prepared for the presentation. Has only 1 minute of presentation. |  |  |
| Speaks clearly/volume | Speaks clearly and distinctly all the time, and voice is effective to enhance his or her presentation | Speaks clearly and distinctly most of the time, and voice is audible | Speaks clearly sometimes and the voice is not audible | Often mumbles or can not be understood or the volume is too low to be heard |  |  |
| Posture and Eye contact | Posture and eye contact demonstrate a professional manner and procure the enhancement & effectiveness of the presentation | Stands up straight and establishes eye contact with everyone in the room during the presentation most of the time. | Stands up straight and establishes eye contact sometimes. | Slouches and/or does not make eye contact with audience because of  lack of preparation |  |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_